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ABSTRACT

This handbook describes ways to increase representation of ethnic minorities on the American Psychological Association (APA) Council of Representatives and in APA affairs generally. Increased minority representation in APA affairs should promote research on special populations and demonstrate the APA's refusal to accept the status quo. Methods for divisions and state associations to identify, attract, and recruit minority members show the APA's commitment to cultural diversity. Communication with minority members to provide support through newsletters, convention meetings, a mentor system, and networking display willingness to diversify membership and influence leadership. The most visible and formal presence of minority constituents would be election to the executive committee of the board of directors or council. Appendices include addresses of minority psychological associations and of members of the Board of Ethnic Minority Affairs, as well as a survey on mentorship. (DHP)

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HANDBOOK FOR
INCREASING ETHNIC MINORITY PARTICIPATION IN
APA DIVISIONS
STATE PSYCHOLOGICAL ASSOCIATIONS
AND COUNCIL OF REPRESENTATIVES

BOARD OF ETHNIC MINORITY AFFAIRS

AMERICAN PSYCHOLOGICAL ASSOCIATION

1986

RC016827

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APA BOARD OF ETHNIC MINORITY AFFAIRS

HANDBOOK FOR INCREASING ETHNIC MINORITY PARTICIPATION IN APA DIVISIONS STATE PSYCHOLOGICAL ASSOCIATIONS AND COUNCIL OF REPRESENTATIVES

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PREFACE

The Handbook for Increasing Ethnic Minority Participation in APA Divisions, State Associations, and the Council of Representatives has been written in order to actively promote a mutually beneficial working relationship between the APA governance structure and ethnic minority psychologists.

The 62,000 members of the American Psychological Association represent a diverse cross section of persons, including American Indians/Alaska Natives, Asian Americans/Pacific Islanders, Blacks and Hispanics. The same diversity of representation, however, does not exist in the APA governance structure; specifically, in the State Associations, Divisions, and the primary governing body of the APA, the Council of Representatives. Consequently, this Handbook was developed in order to facilitate achievement of this goal, and can be used by state psychological associations and APA Divisions as a technical assistance tool in their efforts to identify, recruit, and increase the membership and participation of ethnic minority psychologists. The Handbook serves a dual purpose, in that it is also designed to inform ethnic minority psychologists about the complexities of state psychological associations and APA Divisional governance structures.

For state psychological associations and APA Divisions, the recruitment and increased participation of additional members -- in this case, additional ethnic minority psychologists -- will provide not only an enriched perspective on cultural diversity, but also increased opportunities to expand their range

of capabilities in addressing legislative issues, providing expert witness testimony, and addressing issues and concerns related to professional practice. Increased ethnic minority membership will also provide the highly practical benefit of increased revenue in membership fees. Finally, further development of a mutually beneficial relationship between ethnic minority psychologists and APA Divisions and State Associations will provide opportunities for further growth and development of the APA organization as a whole.

The Handbook was developed on behalf of the Board of Ethnic Minority Affairs by the Task Force on Communications with Minority Constituents, with the assistance of the Staff of the Office of Ethnic Minority Affairs. The members are listed below:

1985 Board Members	Task Force Members	Staff
Maxine L. Rawlins, Chair	Melba J.T. Vasquez, Chair	Lillian Comas-Diaz Administrative Officer
Maisha B.H. Bennett	John Moritsugu, Vice Chair	Priscilla M. Trujillo Administrative Associate
Pearl G. Dansby	Susan R. Berger	Susan A. Grossberg Administrative Secretary
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Gladys Lorenzo		
Joe L. Martinez		
Charles Joseph Pine		
Robert A. Ramos		
Herbert Z. Wong		
Harry G. Yamaguchi		

HISTORY AND PHILOSOPHY

The American Psychological Association has begun, in the last fifteen years, to establish policies and procedures to help increase representation of ethnic minorities at all levels of the APA, including the governance structure. Perhaps APA's most visible efforts include its co-sponsorship with NIMH of the Minority Fellowship Program (MFP), since 1974, and the 1980 establishment of the Board of Ethnic Minority Affairs (BEMA). The MFP program has been successful in increasing the numbers of ethnic minority psychologists over the last 10 years. The establishment of the Board of Ethnic Minority Affairs was approved by a referendum of the Association's membership. The Board, composed of eleven members, is generally concerned with those aspects of psychology which concern ethnic minorities -- American Indians/Alaska Natives, Asian Americans/Pacific Islanders, Blacks and Hispanics. Major responsibilities of BEMA, as stated in the APA Bylaws, include: "(a) increasing scientific understanding of those aspects of psychology that pertain to culture and ethnicity; (b) increasing the quality of educational and training opportunities for ethnic minority persons in psychology; and (c) promoting the development of culturally sensitive models for the delivery of psychological services." The Board is also charged with maintaining appropriate advocacy, communication, and liaison functions involving ethnic minority psychologists and communities. BEMA reports to the APA Council of Representatives directly through the Board of Directors.

The establishment of BEMA and the continuation of the MFP program have been positive steps toward addressing some of the concerns voiced by various under-represented groups. While a handful of prominent ethnic minority psychologists have become involved in the governance structure through election or appointment, many other talented but not well identified ethnic minority leaders have yet to be elected and/or appointed to the APA governance structure.

Out of that concern, BEMA established the Task Force on Communications with Minority Constituents at its May, 1983, meeting. One of the responsiblities included in the Task Force charge was to develop a technical assistance package in order to foster increased representation of ethnic minorities on the Council of Representatives by:

a) helping divisions and state associations attract and recruit minority members;
b) helping identify minority members within divisions and state associations through BEMA's expanding network;
c) helping interested divisions and state associations establish committees on ethnic minority affairs; and
d) helping to coordinate efforts of minority psychologists in divisions and state associations to become effectively involved in the governance of these groups.

This handbook is the product of the Task Force. The Task Force hopes that this document will be viewed as one of the many avenues which will enable the APA to increase its benefits from the multiple perspectives of culturally diverse groups. The inclusion of individuals from diverse cultural backgrounds in the governance structure provides a unique and important perspective to psychological theory and practice. Decisions made by the Council of Representatives, Boards and Committees, Divisions and State Associations often impact theories, scientific research, professional practice, service delivery, and education and training. One world view could lead to a myopic perspective and approach in all areas of our profession. As behavioral scientists, members of APA cannot afford to overlook the diversity of the populations they address.

The following provide further rationale for increased involvement of ethnic minority psychologists at various decision-making levels of the APA, divisions and state psychological associations:

- **Psychologists knowledgeable about cultural values, norms and behaviors are more likely to conduct research and utilize data regarding special populations in an accurate and useful manner.**

- **The presence of knowledgeable individuals from diverse cultural backgrounds on policymaking boards/committees could generate more culturally diverse perspectives on problems confronted by the Association, such as social problems, adverse effects of public policy on ethnic minorities, etc. (Payton, 1984)**

- Many ethnic minority psychologists are interested in APA governance participation, but do not have access to the structure.

- Minority psychologists who are not APA, state and/or divisional members might be more interested in joining if a minority focus was more in evidence (Attneave, et. al, 1978). Ethnic minority students at the graduate level, for example, comprise a significant pool of potential APA members, who might be more inclined to join if the Association is perceived to have a minority focus (Russo, Olmedo, Stapp, & Fulcher, 1981).

- Minority representation is in itself a social issue. Since the Tyler Report (1969), APA has established a precedent of embracing social responsibility as an Association value.

- Failure to take action to increase minority representation is in itself a <u>decision</u> to accept the status quo (Tyler, 1969). Some divisions, boards, and committees (Divisions 9, 16, 35, Board of Social and Ethical Responsibility, Board of Ethnic Minority Affairs, Committee on Women in Psychology) have responded to a sense of social responsibility by creating a minority slate for elections to Council or to their respective Boards. These are direct and pragmatic ways of advocating change. While no one position or approach would solve all problems or be without controversy, we encourage active solutions to the current lack of an ethnic minority voice in psychology.

Clearly, various strategies and approaches are necessary to establish a positive, viable and salient presence of minorities on the APA Council of Representatives. The usual democratic procedures have not resulted in minority representation. We propose to augment the process by providing concrete suggestions by which minorities can be incorporated into state and divisional activities. It is hoped that these suggestions will benefit state associations, divisions, the APA, ethnic minorities, and the population at large. Those of us who believe that the APA will increase psychology's effectiveness as a public service and public interest science, remain confident that adequate representation of minorities will occur.

STRATEGIES FOR RECRUITMENT

This section deals with strategies for recruiting and involving ethnic minority psychologists in the state associations and divisions of APA. Although there is variation in governmental structures and membership of the states and divisions, approaches to incorporation of minority psychologists in these diverse organizations are similar enough to be summarized in a common set of suggestions. The accommodation of these suggestions to the complexity of the specific organizational terrains is best left to the administrators and executives in the state associations and divisions. The purpose of these suggested proposals for action is to encourage the creativity and good will that must accompany any effort to increase ethnic minority participation. The following points are made as a preliminary to further work and reflection by all APA units. It is beyond the ambition or initiative of the authors to suggest these proposals as the only way in which to achieve the goal of

recruiting and increasing the participation of ethnic minorities in state and division activities. The proposed examples are some of the many ways to attain the desired end result. Three subsections are used to organize the proposals: Identify the ethnic minority membership; Communicate with the membership regarding ethnic minority goals; and Facilitate the participation of minority psychologists through the use of the organizational structure of states and divisions.

Identification of Ethnic Minority Psychologists

Initial identification of ethnic minority members is crucial. There are minority members who currently have membership in a division or state association. There are minorities who are not members, but may be encouraged to join through outreach efforts. Both members and potential members are valuable resources for the division or state association activities. The objective is to identify the current or the potential ethnic minority members.

Present Membership

There are several methods to identify ethnic minority psychologists who are presently members of the organization. At the national level, APA has compiled the Directory of Ethnic Minority Human Resources in Psychology, a directory of members who are self-identified as minority psychologists. A search of this directory would find those state or division members who have identified with a particular group, e.g., American Indian/Alaska Native, Asian American/Pacific Islander, Black, and Hispanic. While not all ethnic minorities have chosen to identify themselves in this manner, many have. At the divisional or state level, membership applications or renewal forms may request ethnic background. This can be included in the application forms by adding a voluntary self-identification question. An alternative to this may be a letter to all members asking for minorities to identify themselves (see Appendix A). The data, once collected, may be compiled into a directory to aid in the use of these resources. These suggested strategies assist in identifying present state or divisional members but do not include nonmembers.

Recruitment

The outreach effort for minority members may start with the same Directory of Ethnic Minority Human Resources in Psychology, in which present APA members identify their interest in the area. An invitation to join a division may be sent to any or all of the members listed in the Directory. For the states, of course, this mailing would focus on the state's membership. A more judicious mailing might include those who are recognized as having interests similar to the division's activities or to the state's various committees. A second source of potential members are the four independent Ethnic Minority Psychological Associations (see Appendix B). Their membership lists could provide access to many non-APA psychologists who are eligible to join the Association. Recruiting letters might be useful in this case (see Appendix C), but personal contacts would be even more helpful. Another strategy for outreach would be to use the present members in active recruitment of minority colleagues. A personal letter or face-to-face contact are powerful techniques for encouraging interest. The identification of the existing minority membership may help in these contacts. Data on minorities may be presented to prospective members and the minority membership may help in these contacts. The entire recruitment effort is influenced by the state association/division's actions and policies. Recruitment and membership need to be perceived as a mutually benefical relationship. Conscientious APA consumers want to know what this division/state association does for their concerns, and will be more likely to join if the division/state association has not only a shared professional commitment, but also a commitment to ethnic minority members and issues.

Some divisions and state associations presently have minority constituents and therefore have resources on which to call. The activities within the divisions and state associations have to reflect a willingness to have minority participation in the organization. This can occur in the methods of communication and in the elected and appointed divisional and state offices. The distinction between communication and elected offices is an arbitrary one made for an easier presentation of the ideas regarding involvement. Given the interactive nature of the communication efforts and election to office, separating the two is difficult. In a similiar vein, recruitment is built on these same coummunications and elections. The recruitment effort is but the first step in the involvement process. Continued support is important to keep the minorities as members.

Mentors

A further method of recruitment is the mentor system. For expansion of this idea, see the next section.

Communications

Newsletter

There are various avenues within the divisions and states to communicate with ethnic minority members. Each state association and division has a newsletter in which a column or an article regarding ethnic minority issues can be inserted regularly. This method of communication would reach the largest readership. Information regarding minority topics, such as new books, clinical approaches, etc., could be disseminated to minority members and the membership as a whole. Delivery of these issues could serve educational purposes by sharing information with those members who have interests in minority issues. Input on minority issues could be obtained through a newsletter section soliciting comments and the provision of a separate tear off mail-in form. The newsletter could serve as a vehicle for informing minority and non-minority psychologists of current research articles and books that address ethnicity. The APA Office of Ethnic Minority Affairs and the State Associations Program could serve as resources for current material and can be contacted at the APA central office in Washington, D.C.

Convention Meetings

A second method of communicating with minority members is by use of convention time for meetings, social gatherings, symposia and guest speakers. The Program Committees of the APA National, Regional, and State Association Conventions could have time set aside for interest meetings and forums to

discuss issues relevant to minority members. Social gatherings could also be allocated to allow for informal networking among persons with minority interests. This may take the form of brown bag lunches, conversation hours, or social hours. Presentation symposia on minority topics could explore or demonstrate the relevance of such work. A guest speaker on minority issues can highlight the organization's interest on the subject. Some regional psychological associations provide student awards for research presentations at conferences. This practice might be extended to students presenting a paper with emphasis on a minority issue. Some state associations reduce convention fees for minority psychologists to encourage their participation. The rationale behind the fee reduction is that once these psychologists attend a meeting and find common issues and sensitivity to their problems, they may return and become participants in the organization.

Mentor System

On an informal or formal basis, the promotion of a mentor system can help introduce and increase the participation of minority members within the division or state association. The existing network within states and divisions is powerful. The intricacies of the organizational structure with its variety of personalities is a very difficult one to unravel. For most divisions and state associations, a member first needs to establish a track record, i.e., be a "known quantity" on a committee or task force before he/she can be elected to sit on the division or state association governance bodies. The help and encouragement of established members, either minority or non-minority, within a state or division can facilitate the professional

development of an individual minority member in the system. This is a powerful way in which the existing leadership could prove invaluable in the fostering of ethnic minority participation. The power of networking has been demonstrated many times over in the literature (APA Committee on Women in Psychology, 1979). At least one division (16) has started to build such a network (see Appendix D).

Networking

In a more formal manner, some divisions and state associations provide alternatives similar to mentorships. There are convention meetings that are provided for promising new members. The inclusion of minorities in these meetings or in a special session designed exclusively to discuss minority issues would be a highly visible way of demonstrating willingness to help diversify the membership and influence the leadership. These meetings can prove valuable in directing professional growth. The agenda might include: introductions to association leadership, presentations on working committees, strategies for accessing governance structure, the nomination process within an organization, how to increase visibility, and ways of providing organizational service. The end result is the addition to division and state association human resources, who will eventually fill various roles in the organization. These roles include organizational activities, such as elected officer, committee member, task force member, or caucus worker.

Organizational Structure

Committees, Task Forces, Caucus Options

Each organization has its own set of working groups. Within these existing bodies, called committees, task forces, caucuses or interest groups, appointment of minority members would help in ensuring representation of minority perspectives in their deliberations. This representation through the functional system would be a highly visible move perceived as a gesture toward increasing minority participation in the ongoing work of the divisions and state associations.

A second option for involving minorities in divisional matters would be the creation of a minority committee, task force, caucus, or interest group. The creation of a working ethnic minority group may start with the appointment or recruitment of a Chair, co-Chair or a full committee from within the divisional or state association ranks. Hopefully, the Chair would be a minority psychologist. Occasionally, this may prove difficult in the absence of readily identifiable minorities. This should not prevent the creation of a committee. Successful examples exist wherein a non-minority psychologist has aided in initiating minority issues committees.

A newsletter interest call for committee members can help to identify potential members. The committee may take as an agenda item, the identification and recruitment tasks, the communication tasks, or the committee appointments described earlier. Besides these objectives, the

committee may be asked to comment on organizational actions which affect minorities. Specifically, a Chair of the committee could be one of several rotating representatives to board of directors meetings. This liaison role is critical to both the visibility of the committee of ethnic minority affairs, as well as educational for the individual committee members and the board of directors. It serves to build leadership within the committee, and within the organization at large. An additional liaison role for a committee member would be to attend, when permitted, meetings of the nominations committee, the program committee, and others. It would be useful for minutes to be initiated at the first meeting to formalize and validate the importance of each meeting. Minutes also serve to keep absent members informed and involved. This historical record can serve as a guideline for the annual committee report to the membership. There are a wide variety of possible agendas of which this is but a brief catalogue.

At present there are several states and divisions which have committees addressing minority issues. These existing committees could assist in the formation of new committees within other states or divisions. [For an updated list, contact the Office of Ethnic Minority Affairs.] Subsequently, all minority issues groups could join together to build a network and/or coalition across states and divisions. The specific titles or tasks of these groups may depend on the division or state association. The creation of interest groups or caucuses may be of a more spontaneous nature. They may be facilitated and encouraged by budgetary support, liaisons and requests for periodic reports.

The creation of committees and task forces follow more formal lines. These provisions would be built into their workings. For example, a separate mailing to the membership requires budgetary support. These funds should be allocated for a committee or group.

Elected Offices

The final, most visible and formal presence for minority constituents would be election to the executive committee of the board of directors, or to council. The composition of the executive committee of the board of directors varies little and generally consists of the President, Secretary, Treasurer and members at large. The number of state/division representatives to APA Council varies according to apportionment ballots. Thus, in order to ensure Council representation, some states are members of coalitions. Election to any of these offices may be a way for minority members to contribute to states or divisions, but first they have to be nominated. The nomination process varies according to division/state association bylaws. In the various states and divisions, candidate selection is made by the elections committee, through nominations (ballot and committee), and by executive committee with comment by the membership at a business meeting. Determining the ballot with minority representation in mind would call for some awareness of potential minority candidates. Minority presence in the nominations committee may heighten sensitivity to the need for minorities on the ballot. Some states and divisions make provisions in their bylaws for the inclusion or addition of candidates beyond those proposed by the nomination ballot. There have been some attempts at fielding a totally minority slate (e.g., Division 35). This

is a powerful and potentially controversial option. Given sufficient preparation such proposals may be perceived as counterproductive by division members. Greater visibility of minority members in the division/state association committee system may give them the exposure needed for nomination by ballot without these exceptional measures.

SUMMARY

The election of minorities to division/state positions requires commitment on the part of the state and divisional leadership to work in diverse ways to facilitate the process. The recruitment of ethnic minority members to division/state activities is a difficult undertaking that starts with recruitment and identification of minority psychologists. Once a working group has been identified, development of networks by convention activities and newsletters is a useful follow-up. Finally, the inclusion of ethnic minority members in task forces and committees helps to establish their membership in the structure of the organization. Any of these activities may be viewed as difficult without simultaneous work in the other areas. The actions and reactions in this effort are reciprocal in nature. The system's complexity could in fact provide an incentive as well as a challenge to establish and/or increase minority participation. Any changes will have a ripple effect and potential to bring about further changes in the system. The goals of better accessing all the resources of the APA membership and benefiting from the diversity the membership offers are realizable. The Task Force is hopeful that this Handbook will serve as a resource to state associations and divisions toward the realization of those goals.

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APPENDIX A

Letter from Massachusetts Psychological Association

Committee on Ethnic Minority Affairs

MASSACHUSETTS PSYCHOLOGICAL ASSOCIATION

Suite 704 • 14 Beacon Street • Boston, Mass. 02108 • Tel. 523-6320

111683

Dear MPA Members:

At this time the MPA Committee on Ethnic/Minority Affairs is in the process of defining its short and long term goals and objectives. It also seeks to establish a Resource Directory of persons in the following descriptions. It would be most helpful if each of you would check all of the following descriptions which apply to you:

Ethnic/Minority Psychologist _____
Psychologist interested in ethnic/minority affairs _____
Psychologist working with ethnic/minority populations _____

If you are interested in becoming a member of the MPA Committee on Ethnic/Minority Affairs, or if you would like additional information, please also complete the following form and mail to the above address attn:

Committee on Ethnic/Minority Affairs
Massachusetts Psychological Association

NAME _____

ADDRESS (H) _____ Tel ( ) _____

_____ Zip _____

(O) _____ Tel.( ) _____

_____ Zip _____

Please check all that apply:

_____ I am interested in becoming a Committee member

_____ Please place my name on the mailing list

_____ Please send more information on _____

_____ I give my permission for inclusion of my name in the Resource Directory

_____ My area(s) of interest/expertise: _____

_____

My concern as a psychologist as related to ethnic minorities (children, adults, colleagues, agencies, etc.) is best described as: _____

_____

Are you interested in presenting your research ideas at the MPA Spring Meeting? If so, what topic: _____

_____

(Deadline for submission to the MPA Minority/Ethnic Affairs Committee is December 15, 1983.)

MPA Committee on Ethnic/Minority Affairs
Susan Berger, Rita Dudley, Dottie Frauenhofer, Yvonne Jenkins, Voncile White

APPENDIX B

Ethnic Minority Psychological Associations (1985-1986)

ETHNIC MINORITY PSYCHOLOGICAL ASSOCIATIONS (1985-1986)

ASSOCIATION OF BLACK PSYCHOLOGISTS

President: Melvin Rogers, Ph.D.
P.O. Box 2929
Washington, D.C. 20002
(202) 289-3663

National Office: Ruth King, Ed.D.
National Liaison
P.O. Box 2929
Washington, D.C. 20002
(202) 289-3663

NATIONAL HISPANIC PSYCHOLOGICAL ASSOCIATION

President: Floyd H. Martinez, Ph.D.
2415 West 6th Street
Los Angeles, CA 90057

ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION

President: Herbert Z. Wong, Ph.D.
Executive Director
Richmond Area Multi-Services, Inc.
3626 Balboa Street
San Francisco, CA 94121

SOCIETY OF INDIAN PSYCHOLOGISTS

President: Teresa D. LaFromboise, Ph.D.
384 Ashford Ave.
San Carlos, CA 94070

APPENDIX C

Letter from Robert Perloff, 1985 APA President,

Regarding Ethnic Minority Recruitment and Participation

American
Psychological
Association

December, 1985

Dear Colleague:

As you may know, the American Psychological Association (APA) has established the Board of Ethnic Minority Affairs (BEMA) to address issues of concern to ethnic minority psychologists. BEMA is now in its fifth year, and is seeking to increase the size of its constituency.

As one of the nine governing boards of the APA, BEMA frequently nominates individuals to boards, committees, and task forces. One of the troubling aspects of this activity is the difficulty in matching interested ethnic minority psychologists who are members of APA with the identified focus and needs of these boards, committees, and task forces. Thus, one of the goals of the current Board is to increase ethnic minority membership within the APA, and the participation of these members in the continuing activities of the Association.

Ethnic minorities are underrepresented on APA's Council of Representatives. To ensure increased representation in the future, BEMA is actively encouraging the participation of ethnic minority psychologists in Divisions and State Associations (where members of the Council are elected). Interested psychologists are promoting the establishment of a new Division: The Society On The Psychological Study of Ethnic Minority Issues.

We write to encourage your membership in the APA and your active involvement in APA Divisions and State Associations. The APA is becoming increasingly receptive to multi-cultural perspectives and issues. Indeed, BEMA and ethnic minority individuals within the APA have achieved some success in creating and implementing initiatives that increase the relevance of the APA to ethnic minority psychologists and populations. More ethnic minority members of the APA will provide a means whereby ethnic minority concerns are more emphasized and promoted at all levels in the Association.

1200 Seventeenth St., N.W.
Washington, D.C. 20036
202/ 955-7600

If you are interested in participating on an APA board, committee, or task force, mail your curriculum vitae to the APA Office of Ethnic Minority Affairs, 1200 Seventeenth Street, NW, Washington, D.C. 20036.

Also enclosed with this letter is an application form for APA membership. If you are already a member, we would appreciate your passing this on to a colleague who is not. If you are in need of sponsorship from current APA members (i.e., you need individuals to write letters of recommendation on your behalf) contact the APA Office of Ethnic Minority Affairs for assistance.

Thank you for your consideration. We look forward to receiving your membership application.

Sincerely,

Robert Perloff
President
American Psychological Association

Enclosures

APPENDIX D

Division 16 Survey on Mentorship

SURVEY ON MENTORSHIP

1. Identifying data.

*Name: _____ Date: _____

*Sex: Male _____ Female _____

*Age: 21-30 _____ 31-40 _____ 41-50 _____ 50+ _____

*Racial-Ethnic Group:

Black _____ Hispanic _____ Asian American _____ Anglo _____

Other (please specify) _____

*The above identifying information is optional, although it would be helpful if you are able to provide us with such information.

Current Position(s) As School Psychologist

(Indicate which is primary position): Years of Experience

___ Practitioner _____

___ Educator of School Psychologists _____

___ Administrator _____

___ Consultant _____

___ Private Practice _____

___ Other _____ _____

List Other Previous Positions (Include years of experience in each): _____

_____

_____

2. Do you think there is a need to formalize a mentorship program?

Yes ___ No ___

3. With what groups do you want to have linkages?

___ New Educators

___ Experienced Educators

___ New Practitioners

___ Experienced Practitioners

___ Other _____

4. What activities should the mentorship process involve?

	formal	informal
_____ Collaborative (centered around common interests)	___	___
_____ Expertise-novice (built around specific areas of expertise	___	___
_____ Group network development	___	___
_____ Peer support groups	___	___
_____ Orientation (i.e., to a new community	___	___
_____ Other _____	___	___

5. Which of the following issues would interest you?

_____ Research	_____ Community needs
_____ Publication	_____ Program development
_____ Instructional	_____ Grant development
_____ Administrative	_____ Consultation
_____ Ethical	_____ Assessment
_____ Collegial relationships	_____ Intervention
_____ Student advisement	_____ Professional organizations
_____ Dissertation mentoring	_____ Professional development
_____ Recruitment	_____ Other _____

6. Should a mentorship address specific needs of minority groups (i.e., men, women, ethnic minorities)? Yes ____ No ____. If yes, what are some of the needs and how should these be addressed?

7. What kind of mentorship support have you received? Choose the mentor who was most significant to you. (If more than one, identify on the form as mentor A, B, C, etc.)

Your position at the time: _____

Your years of experience in that field at the time:

0-2 _____ 3-5 _____ 6-10 _____ 11-20 _____ 20+ _____ Retirement _____

Position of mentor:

_____ Peer	_____ Someone outside of your institution, state position _____
_____ Administrator	
_____ More experienced colleague	

Was mentor in your field? Yes ____ No ____ If not, what was his/her field?

_____

_____

Characteristics of mentor:

Sex: Male ____ Female ____

Age: 21-30 ____ 31-40 ____ 41-50 ____ 50+ ____

His/her years of experience:

1-5 ____ 3-5 ____ 6-10 ____ 11-20 ____ 20+ ____

His/her level of education:

Bachelors ____ Masters ____ Doctorate ____ Licensed ____

Was the mentor tenured? Yes ____ No ____

Status in organization (e.g., assistant, associate, full professor, or profession, e.g., grocer, insurance salesman)

_____

Was person influential in local work setting? Yes ____ No ____

Was person influential nationally? Yes ____ No ____

Was the relationship formal ____ informal ____?

Was the help needed during a crisis situation _____ or was it given in preparation for a specific experience or task _____?

List the important qualities the person had which were significant in your relationship (i.e., degree of warmth, support, encouragement).*

Amount of time spent with you (complete only the category which is most appropriate to the situation). CHECK ONE ONLY.

One time only _____: amount of time _____

Weekly basis _____: number of hours per week _____

Monthly basis _____: number of hours per month _____

Yearly basis _____: number of times per year _____

What types of help were provided (check as many as apply)

____ served as professional model

____ facilitated entry into new areas

____ provided contacts (such as jobs, etc.) (specify type)

____ served as "protector" or "guardian angel"

____ supported publication activities

____ provided new knowledge or skills

____ gave practical advice (specify areas)

____ worked as peer on projects, publications, etc.

____ supplied personal support and encouragement

____ other (Please specify) _____

Did the relationship meet your goals or expectations? Yes ____ No ____

Please explain _____

_____

*Please use back of paper for this and all additional comments.

Was the relationship positive ____ negative ____ neutral ____?

Please explain _____

_____

Did your use or view of this mentorship relationship change over time? Yes ___ No ___

Please explain _____

_____

Was your professional development influenced by your mentorship experiences?
Yes ____ No ____. Please explain _____

_____

In what ways did you contribute to this relationship?

_____

_____

8. Have you served in a mentorship capacity for other people? Yes ____ No ____
(If more than one, identify on the form as "mentee" A,B,C,D, etc.)

What type of help did you provide?

_____

Was the experience formal ____ informal ____?

How much time did it require from you (per week, month, year)? _____

Position of the person you helped: _____

Field: _____

Sex: Female ____ Male ____

Age: 21-30 ____ 31-40 ____ 41-50 ____ 50+ ____

Level of experience compared to you:

Less experienced ____ peer ____ more experienced ____

Based on this experience, would you serve as a mentor again? Yes ____ No ____

If yes, please briefly list characteristics which facilitated or hindered the experience.

Characteristics of the person(s): _____

_____

_____

_____

Characteristics of the process: _____

_____

_____

_____

If not, why not? _____

_____

_____

9. Are you interested in participating in a mentorship program? (If yes, please complete and return tear-off sheet below). Yes ____ No ____

10. How would you want to be contacted? Check all that apply

____ directory list

____ letter

____ phone No. (____) _____

____ committee screening of candidate and referral to you. Should committee contact you before referral is made? Yes ____ No ____

I am interested in participating in:

Name: _____

Home Address: _____

Home Phone: _____

Work Address: _____

Work Phone: _____

Best times to contact me are: _____

I am interested in participating as "mentor" ____ or "mentee" ____

I wish linkages with people at a similar level of development _____

A more advanced level of professional development _____

A less advanced level of professional development _____

General areas of interest _____

Are you also a NASP member? Yes ____ No ____

Return to: Jonathan Sandoval

BOARD OF ETHNIC MINORITY AFFAIRS

TASK FORCE ON COMMUNICATIONS WITH MINORITY CONSTITUENTS

Melba J.T. Vasquez, Ph.D., Chair (1984-)
Counseling and Mental Health Center
303 West Mall Building
University of Texas
Austin, TX 78712
(512)471-3515 (O)
(512)280-3258 (H)

John Moritsugu, Ph.D., Vice Chair (1984-)
Department of Psychology
Pacific Luthern University
Tacoma, WA 98447
(206)535-7650 (O)
(206)752-8383 (H)

Maisha B.H. Bennett, Ph.D. (1986-)
7200 South Crandon Ave.
Chicago, IL 60649
(312)744-6182

Susan R. Berger, Ed.D. (1984-)
155 Sewall Avenue
Brookline, MA 02146
(617)277-2497 (W/H)

Arthur W. Blue, Ph.D. (1984-)
Box 684
Carberry, Manitoba
ROK OHO, Canada
(204)834-2120 (O)
(204)834-3331 (H)

Pearl G. Dansby, Ph.D. (1984-1985)
941 35th Avenue North
Nashville, TN 37209
(312)744-6182

BOARD OF ETHNIC MINORITY AFFAIRS

Task Force on Communications with Minority Constituents

The Task Force on Communications with Minority Constituents shall be composed of five members and its charge shall be:

1. To foster increased representation of ethnic minorities on the Council of Representatives by:

   (a) helping divisions and state associations attract and recruit minority members;

   (b) helping identify minority members within divisions and state associations through BEMA's expanding network;

   (c) helping interested divisions and state associations establish minority-oriented committees; and

   (d) helping to coordinate efforts of minority psychologists in divisions and state associations to become effectively involved in the governance of these groups.

2. To develop a technical assistance package for accomplishing 1-(a) through 1-(d) above.

3. To facilitate communication between BEMA and minority constituencies, including identified APA minority members and minority psychological organizations.

AMERICAN PSYCHOLOGICAL ASSOCIATION

BOARD OF ETHNIC MINORITY AFFAIRS (1985)

Maxine L. Rawlins, Ph.D., Chair
(1983-1985)
Associate Director
Dorchester Counseling Center
591 Morton Street
Dorchester, MA 02124
(617) 282-1511 (O)
(617) 436-7422 (H)

Maisha B. H. Bennett, Ph.D.
(1985-1987)
7200 South Crandon Avenue
Chicago, IL 60649

Pearl Dansby, Ph.D.
(1983-1985)
941 35th Avenue North
Nashville, TN 37209
(615) 320-7427

Halford H. Fairchild, Ph.D.
(1984-1986)
Psychology Department
UCLA
405 S. Hilgard Avenue
Los Angeles, CA 90024
(213) 825-2478 (O)
(213) 734-0809 (H)

Teresa D. LaFromboise, Ph.D.
Chair-Elect, (1984-1986)
50B Escondido Village
Stanford, CA 94305
(415) 497-3785 (Clinic)
(415) 497-0622 (School)
(415) 856-9359 (H)

Gladys Lorenzo, Ph.D.
(1983-1985)
4375 W. 10 Lane
Hialeah, FL 33102
(305) 983-4321 (O)
(305) 557-2079 (H)

Joe L. Martinez, Ph.D.
(1985-1987)
Department of Psychology
3210 Tolman Hall
University of California - Berkeley
Berkeley, CA 94720
(415) 642-2606 (O)
(415) 642-5292 (Messages)
(415) 642-2290 (Lab)

Charles Joseph Pine, Ph.D.
(1985-1987)
1547 Calle Zocalo
Thousands Oaks, CA 91360
(818) 891-2490 (O)
(805) 529-1707 (H)

Robert A. Ramos, Ph.D.
(1984-1986)
District Manager - Research
Bell Communications Research
290 West Mt. Pleasant Avenue, LCC-4E-113
Livingston, NJ 07039
(201) 740-3370 (O)
(201) 766-4509 (H)

Herbert Z. Wong, Ph.D.
(1984-1986)
Richmond Area Multi-Services, Inc.
3626 Balboa Street
San Francisco, CA 94121
(415) 668-5955 (O)

Harry G. Yamaguchi, Ph.D.
(1983-1985)
1708 Arden Drive
Bloomington, IN 47401
(812) 332-9670 (H)

AMERICAN PSYCHOLOGICAL ASSOCIATION

BOARD OF ETHNIC MINORITY AFFAIRS (1986)

Teresa D. LaFromboise, Ph.D., Chair
(1984-1986)
384 Ashford Ave.
San Carlos, CA 94070
(415)497-3785 (Clinic)
(415)497-0622 (School)
(415)594-9567 (Home)

Maisha B.H. Bennett, Ph.D.
(1985-1987)
7200 South Crandon Ave.
Chicago, IL 60649
(312)744-6182

Halford H. Fairchild, Ph.D.
(1984-1986)
Department of Psychology
UCLA
1283 Franz Hall
Los Angeles, CA 90024
(213)825-2478 (O)
(213)734-0809 (H)

Clive D. Kennedy, Ph.D.
(1986-1988)
661 Del Monte
Pasadena, CA 91103
(213)746-5751 (O)
(818)797-7445 (H)

Dorita Marina, Ph.D.
(1986-1988)
Miami Psychology Research Center
8500 W. Flagler Street, Suite 206
Miami, FL 33144
(305)551-3995 (O)
(305)553-0403 (H)

Joe L. Martinez, Ph.D.
Chair-elect
(1985-1987)
Department of Psychology
3210 Tolman Hall
UC Berkeley
Berkeley, CA 94720
(415)642-2606 (O)
(415)642-5292 (messages)
(415)642-2990 (lab)

Sarah D. Miyahira, Ph.D.
(1986-1988)
708 21st Avenue
Honolulu, HI 96816
(808)734-5702 (O)

Charles Joseph Pine, Ph.D.
(1985-1987)
1547 Calle Zocalo
Thousand Oaks, CA 91360
(818)891-2490 (O)
(818)891-2703 (messages)
(805)529-1707 (home)

Robert A. Ramos, Ph.D.
(1984-1986)
35 Homestead Rd.
Greenwich, CT 06830
(914)683-2037 (O)
(203)531-5469 (H)

Diana T. Slaughter, Ph.D.
(1986-1988)
School of Education
Northwestern University
2003 Sheridan Road
Evanston, IL 60201
(312)492-3787 (O)

Herbert Z. Wong, Ph.D.
(1984-1986)
Richmond Area Multi-Services, Inc.
3626 Balboa St.
San Francisco, CA 94121
(415)668-5955 (O)

APA Board of Ethnic Minority Affairs

The Board of Ethnic Minority Affairs (BEMA) of the American Psychological Association (APA) was established in 1980, approved by a referendum of the Association's membership. The Board, composed of eleven members, is concerned with those aspects of psychology which concern ethnic minorities-- American Indian/Alaska Natives, Asian/Pacific Americans, Blacks and Hispanics. Major responsibilities of BEMA, as stated in the APA Bylaws, include: "(a) increasing scientific understanding of those aspects of psychology that pertain to culture and ethnicity; (b) increasing the quality and quantity of educational and training opportunities for ethnic minority persons in psychology; and (c) promoting the development of culturally sensitive models for the delivery of psychological services." The Board is also charged with maintaining appropriate advocacy, communication, and liaison functions involving ethnic minority psychologists and communities. BEMA reports to the APA Council of Representatives directly through the Board of Directors.

During 1981, its first year of operation, BEMA met three times--twice at APA headquarters in Washington, D.C., and once in Boston--in conjunction with the Conference on Psychotherapy with American Minorities. The Board was chaired by Henry Tomes of Meharry Medical College, Nashville, Tennessee. During 1982 and 1983 the Board was chaired by Richard Suinn, Head of the Psychology Department at Colorado State University, Fort Collins, Colorado. Floyd H. Martinez from Los Angeles, California was the chair for 1984. Maxine L. Rawlins, Associate Director of Dorchester Counseling Center in Massachusetts was the chair for 1985. Teresa LaFromboise, faculty member from Stanford University, is the 1986 chair.

The Board seeks input from ethnic minority psychologists and other interested individuals regarding its mandate as well as it goals and objectives. For more information and/or suggestions, contact the Staff Liaison, Lillian Comas-Diaz at: American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.

AMERICAN PSYCHOLOGICAL ASSOCIATION
Office of Ethnic Minority Affairs
1200 Seventeenth Street, N.W.
Washington, D.C. 20036
(202)955-7763

Staff

Lillian Comas-Diaz, Ph.D.
Administrative Officer

Priscilla M. Trujillo
Administrative Associate

Susan A. Grossberg
Administrative Secretary